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ABSTRACT

Although the activities in this unit are designed primarily for students in the intermediate grades, the document's text, illustrations, and bibliographic references are suitable for anyone interested in learning about Africa. Following a brief introduction and map work, the document is arranged into six sections. Section 1 traces Africa's history from as early as 3000 B.C. to the present. Section 2 focuses on the Sahara desert and describes the nomadic life styles of the Bedouin and Tuareg peoples. Section 3 deals with the Nile River Valley and includes information about ancient and modern Egypt, including Cairo and the Suez Canal. Section 4 describes the land, climate, and wildlife of Africa's grasslands and the lives of the Masai and the Kikuyu who live in the region. Section 5 focuses on the life styles of the Bantu, the Watusi, and the Pygmies living in Africa's rain forest. A story about David Livingstone in section 6 is followed by a list of independent African countries (as of 1982). Each section ends with questions for discussion. At the end of the unit are a list of enrichment activities and a bibliography of books and audiovisual materials. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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A number of worksheets on Africa are on file at the Teacher Center

FORWARD

Because of Africa's vastness, as well as its constantly changing political, as well as socio-economic structure, we have chosen to organize our unit by the three main types of geography prevalent on the continent. After a brief overview; history; and map work, you will find sections on the desert; grasslands; and rainforest. We have tried to provide information concerning past and present ways of life, land and climate, plant and animal life, and natural resources. Representative countries and peoples are concentrated on for each region. Each section ends with questions for discussion or assignment. At the end of the unit is a list of enrichment activities and a bibliography of books and audio-visual materials.

Sue Happel & Joyce Loeb

INTRODUCTION TO AFRICA

Africa is the second largest continent and lies south of Europe between the Atlantic Ocean to the west, and the Indian Ocean to the east. It is connected with the southwest part of Asia by the Isthmus of Suez. Grasslands, rainforests, and deserts cover most of Africa. The Atlas Mountains lie in the northwestern part of the continent and separate the Sahara Desert from the Mediterranean Sea. In eastern Africa there is a huge split in the earth's surface called the Great Rift Valley. It is over 4,000 miles long and extends from southwest Asia to southeast Africa. The Red Sea fills one part of the Great Rift Valley, as well as numerous lakes on the continent. East of the valley are Africa's highest peaks, Mount Kenya and Mount Kilimanjaro. The equator passes through the central part of the continent, and the weather in much of Africa is hot year round.

More than 450 million people live in Africa. They belong to many different groups and follow many different customs. They speak an estimated 1,500 different languages which has long caused serious problems. For this reason, most nations have kept French or English as their official language when they became independent. Africa has few large cities and most of the people live in small villages.

Africa is a land of newly independent nations. Of the fifty-one independent countries, most have been formed since 1950. Although Africans are proud of their independence, it has brought them many serious problems. Military leaders have taken over the governments of some African countries. In addition, many Africans lack a feeling of loyalty toward their governments. They are reluctant to give up their traditional ways of life and the security the old ways offer. Most African countries need to develop industry, provide for better education and health care, and encourage a feeling of unity among their people.

Africans are working to solve these problems. New schools, hospitals, and roads are being built in many parts of the continent. Africans from many different nations are also working together in regional organizations to help solve their common problems. They are relying less and less on foreign help as they come closer and closer to being truly independent.

THE HISTORY OF AFRICA

A very great civilization grew up in Africa along the Nile River as early as 3,000 B.C. We say that men have reached civilization when they stop living as wandering tribes and begin to live close enough together so they can help each other. Cities, schools, laws, beautiful buildings, and travel are important parts of civilization. The early people of the Nile Valley, the Egyptians, had all these things.

It is hard to know why some people reach civilization and others do not. Probably the rich farm land along the Nile helped the Egyptians. Another important thing was the location of Egypt. Living so close to the Mediterranean, the Egyptians built ships to take them to other lands.

The Egyptian civilization lasted over 20,000 years. It fell when people from other lands began to rule the country.

Why Has Africa Been Called the "Dark Continent"?

For hundreds of years the Sahara Desert acted as a kind of wall that stood between northern Africa and the rest of the continent. Early traders may have crossed the Sahara between nothern and southern Africa. Yet most of the people of southern Africa were cut off from northern civilization by the great desert. It is believed that this separation is what kept the early people of southern Africa from advancing.

As we have already learned, very little is known about the early history of the people who lived south of the Sahara. Because little was known about this part of the continent, it has sometimes been called the "dark continent." Since almost no Europeans had seen the inside of this part of the continent, it was to them a land of mystery and danger. Africa, south of the Sahara, had not been discovered by the white man.

We do know a little about the early civilizations south of the Sahara Desert.

Between the years 300 and 1100; there was a powerful kingdom in the western part of Africa. It was called Ghana. We know that this kingdom had cities, fine buildings, artists, schools, and strong armies. There are some stone ruins farther south in Africa at a place called Zimbabwe. They seem to have been built at about the same time of the Ghana Kingdom. Who built them or what civilization was here is a mystery.

When Did the World "Discover" Africa?

Africa south of the Sahara was unknown to Europeans until the 1400's. During the early 1400's, the Portuguese began to build strong ships. They were interested in sailing farther than other ships had sailed. Portuguese ships made many trips down the western coast of Africa. They went farther and farther south.

At one place along the African coast, the Portuguese sailors found gold. This place came to be known as the Gold Coast. The Portuguese set up trading posts along the Gold Coast. They bought gold from the Africans along the coast. They also started trading for the ivory of elephant tusks. The ivory and gold were then shipped back to Portugal.

Finally, in 1482, a Portuguese ship sailed all the way around the southern tip of Africa. Soon Portuguese ships were making many trips around Africa on their way to trade with India. They set up more and more trading posts along the African coast.

England and Holland became interested in Africa during the 1500's. They, too, sent trading ships around Africa to India. They set up their own trading posts and shared in the gold and ivory trade. Holland made settlements at the southern tip of Africa. Trading ships from Holland stopped and took on supplies for the long trips between Europe and India.

Europeans learned much about the "dark continent" during these years. Yet none of these early visitors to Africa traveled into the continent. Unfriendly tribes, unpleasant climate, disease, and the rugged coastline of the continent kept the English, Dutch, and Portuguese from going farther into the continent.

When Did the Slave Trade Begin?

Gold and ivory brought many Europeans to Africa. Yet in the middle 1500's Europeans entered into an even bigger trade, the slave trade. America had also been discovered by this time. In the West Indies, Europeans had set up sugar plantations or large farms. They needed many workers to cut the sugar cane when it was ripe. They found the workers they wanted in Africa.

First the Portuguese and then other Europeans began selling ship loads of Africans to the planters in the West Indies. Later, slaves were also sold to the cotton and tobacco planters in the United States.

How Did the Europeans Get Slaves From Africa?

In Africa, the Europeans did not capture the slaves themselves. They bought them from African tribes along the coasts. Africans on the coast traveled farther into the continent and captured or bought Negroes from the tribal chiefs.

They brought their captives to European settlements along the coasts.

After buying the slaves, the European merchants would keep them in slave prisons on the coast until a slave ship arrived. The slaves would then be loaded onto the ship and be sent to America. The sea trip was very hard for the slaves. Some of them died before they reached the places where they were to be sold.

It is hard to tell where in Africa the slaves came from. The white traders did not ask any questions from the African slave traders. Records of sale were usually lost or destroyed. Since the Gold Coast was one of the big centers of slave dealing, it seems that many of the slaves must have come from parts of western Africa.

When Did the Slave Trade End?

The slave trade ended when people in different parts of the world began to think about equal rights for all human beings. The slave trade became something of which people were especially ashamed. In 1807, England passed a law against the slave trade for all her people. The United States did the same thing in 1808. Some slave trading did go on secretly after these years, but most people were against it.

Both England and America tried to make up for some of the wrongs of the slave trade. Both set aside some African land for freed slaves. England sent many freed salves to Sierra Leone and America helped start the country of Liberia. The freed slaves who went to live in Liberia named their capital city Monrovia. The city was named for President Monroe of the United States. Liberia and Sierra Leone did not always work out for the freed slaves. It was hard for them to start new lives in Africa.

When Did the Europeans Begin To Explore Africa?

Many Europeans grew rich from the gold, ivory, and slave trade. But Europeans were not satisfied just to trade for the

things they wanted. They wanted to know more and more about the "dark continent."

Mungo Park, a Scottish doctor was one of the earliest African explorers. He explored the Niger River in 1796.

An English explorer named John Speke discovered Lake Victoria in 1860. He proved that this lake was the source, or starting point, of the Nile River. Speke told of finding some highly civilized people living on the shores of Lake Victoria. Many more explorers entered Africa during the last half of the 1800's.

Who Were the Missionaries?

The laws that America and other countries passed to end the slave trade were not to stop slavery, or the owning of human beings by other human beings. Slavery had been going on in Africa long before the Europeans ever came to Africa. Arabs and African chiefs had many slaves. Europeans and American laws could stop the slave trade along the coasts, but the places from which the slaves came had to be found.

Many of the first Europeans who pushed into Africa wanted to stop slavery within the heart of the continent. Missionaries from several European countries helped in the task of stopping slavery. Missonaries are people who are sent to work with people who need help of many kinds. In many cases, missionaires work to spread the word of God, too.

Schools and hospitals were built by the missionaries. Africans began to learn about the European way of life. Some of them learned to read and speak a European language. They learned about medical care and good health habits from the Missionaries.

Who Were Stanley and Livingstone?

Dr. David Livingstone was an English missionary who began his work of helping Africans and exploring the continent in 1840. Starting from the Cape of Good Hope, he followed the Zambezi River and discovered beautiful Victoria Falls. He wrote about his work as a missionary and his discoveries in the continent. Many people read what he wrote. Dr. Livingstone did much to make the "dark continent" known to the world.

On one of his journeys, Livingstone was not heard from for two years. A New York newspaper sent Henry M. Stanley, one of its reporters, to find him. Stanley had good luck in his search.

In 1871, he found Livinstone deep in the continent. He greeted Livingstone with the now famous words, "Dr. Livingstone, I presume."

A few years later, Stanley himself returned to explore the Congo River.

Who Was Albert Schweitzer?

Today the work of these early missionaries is still carried on. One of the most famous missionaries was Dr. Albert Schweitzer. He built a hospital in the town of Lambarene, Gabon. His first operating room was a crude shed. Dr. Schweitzer started his work in 1913 and continued until his death in 1965.

Today, Dr. Schweitzer's followers have a large modern hospital. Africans from many miles around know of Dr. Schweitzer's hospital. They make long trips down the river or through the jungle to reach the help and care that this hospital gives them.

This is a true story. A baby was brought to the hospital by his father. When the baby's mother died, the family wanted to bury the baby with the mother because of their belief in the old laws of the tribe. At the hospital, the baby is safe and well cared for.

Travelers, missionaries, and explorers of one hundred years ago gave many different reports of how the people were ruled. There were no "countries" at that time, except Ethiopia and Liberia. For the most part, the African people lived in tribes made up of no more than a few families or family groups. The people of the tribes looked to one person of the group as their chief. The chief's job was to see that the laws of the tribe were obeyed by everyone. The missionaries said that most of the chiefs were fair and ruled their people well.

When Did the Race for Colonies Begin?

Europe learned much from the early explorers and missionaries. One of the most important things Europeans learned was that Africa was rich in rubber, ivory, and other natural resources.

When Henry Stanley saw the riches of the Congo River region, he tried to interest England in starting a colony there. A colony is land that belongs to another country. Its riches belong to and its people are ruled by that country.

England was not interested in the Congo lands, but Belgium was. The king of Belgium paid Stanley to explore this region.

In the 1880's Belgium's king announced that the Congo belonged to him. Soon other European countries began exploring and setting up colonies in Africa. At first, there was some trouble among the European countries in deciding where each one's colonies should be. In 1884, they held a meeting and agreed how they would divide Africa.

By 1914, a large part of the African continent was in the hands of European countries. The three most powerful countries in Africa were England, France, and Germany. While France held the most land, the British colonies were the richest.

Because of the first World War, some European countries lost their colonies in Africa. But other European countries took them over again.

How Did Europeans Take Lands From the Africans?

There was very little fighting between the Africans and the Europeans as the Europeans moved in. Usually a small group of white men would come into an African village. They would have a kind of printed paper called a treaty. The paper listed all the things they wanted. The white men usually brought the treaties to the chiefs of the tribes. The chiefs were the leaders of the tribes and villages.

The Europeans built up the powers of the chiefs. The white men gave them cattle and other gifts. Through the chiefs, the Europeans got land and the right to dig mines in other places.

The Europeans used friendly chiefs in other ways, too. The chiefs gave the Europeans protection from unfriendly Africans, helped Europeans travel through African lands, and helped the Europeans to get African workers.

All over Africa, Africans worked for the Europeans. It took many workers for the Europeans to get the iron, gold, coal, and other natural resources they wanted. Often the Africans did not really want to work for the Europeans. Sometimes, they moved African men from their homes to the rubber plantations, mines, or other working places. Not only were the men forced to work, they had to live away from their homes and families. The African women were left to raise the crops, and take care of the village. The Europeans were in such a hurry for money and power that they often forgot that the Africans had rights as human beings.

Did the Europeans Help the People of Their Colonies?

Some of the European countries wanted to help the Africans because of the wrongs of slavery. Schools and hospitals were built. More modern ways of traveling and sending messages were set up. All of these things were needed in Africa.

Who Rules the Lands of Africa Today?

During recent years, the people of Africa have been working to rule themselves. "Africa for Africans" is a popular idea in Africa today. Africans want the Europeans to give up their power and importance in Africa. They want their own land ruled by their own people. This feeling is called "African Nationalism."

There are several reasons for the new African nationalism. During the second World War, many Africans met soldiers from other parts of the world. African soldiers traveled far from their homes and learned how people lived in other parts of the world. After the war, they returned to their homes to tell their friends and families of the things they had seen and heard. Those Africans who have gone to work in the cities built by the white men have learned that their continent has many riches. They have seen that African nations can grow strong and important.

Although there are still many Africans who can neither read nor write, there is a rather large group of young Africans who have received good educations. They have always believed that Africa should be independent, or free, from the control of European countries. These are the leaders of African nationalism, and many of them are helping to set up governments in their countries.

In 1950, there were only four independent African nations. Today, there are more than forty.

The first colony south of the Sahara to win its freedom from Great Britian was the Gold Coast. The people named their new nation Ghana, for the old kingdom that once was in this region.

Name_____ 10

THE HISTORY OF AFRICA

1. How long ago was there a great civilization in Africa? Where in Africa was it?

2. What is civilization?

3. What are two things which helped the Egyptians reach civilization.

4. How long did the Egyptian civilization last? Why did it fall?

5. What natural boundary kept the people of southern Africa from becoming civilized?

6. What early African civilization had the same name as a modern country.

7. Who were the first Europeans to "discover" Africa? When?

8. What was the first place in Africa settled by the Portuguse?

9. What two valuable things did the Europeans buy from the Africans?

10. Why were the Europeans trying to sail around Africa?

11. Who was the first man to sail around the southern tip of Africa? What country was he from? When did he do this?

12. What two other European countries became interested in Africa?

13. Name three things which kept the Europeans from traveling into the continent.

14. In the middle 1500's an even bigger trade than gold and ivory developed in Africa. What was it?

15. Where were the first African slaves sold? What were they used for?

16. How did the Europeans get slaves from Africa?

17. Why did the slave trade end?

18. When did England pass laws against slave trade? The U.S.?

19. How did the U.S. and England try to make up for some of the wrongs of the slave trade?

20. What country did England set up for freed slaves?

21. What country did U.S. set up for freed slaves? What was its capital? Why was this name chosen?

22. The freed slaves had trouble starting new lives in their new countries. Can you tell why you think they had problems? (Bonus)

Name_____ 12

HISTORY OF AFRICA: PART 2

1. Who explored the Niger River? Where was he from? When did he make his exploration?

2. Who discovered Lake Victoria? When? What country was he from?

3. Who were the group of people who tried to stop slavery within Africa?

4. Name three things the missionaries did for the Africans.

5. Who was one of the first white men who did much to make the "dark continent" known to the world?

6. Why was Stanley sent to Africa?

7. What part of Africa did Stanley himself explore?

8. What does "crude" mean?

9. Who was Albert Schweitzer?

10. How were the African people ruled 100 years ago?

11. What is a colony?

12. Who did Stanley try to interest in starting a colony in the Congo lands? Who did start a colony there?

13. What three European countries held the most land in Africa? Which of these held the most land? Which held the richest lands?

14. Why did many European countries lose their colonies? What happended to the colonies?

15. How did the Europeans take lands from the Africans?

16. What does exploit mean? How did the Europeans exploit the Africans chiefs?

17. How did the Europeans help the people of their colonies?

18. What is "African nationalism."

19. Give two reasons for the new African nationalism.

20. What does independent mean?

21. How many African nations have gained their freedom since 1950?

22. What was the first colony south of the Sahara to win its freedom? What did the Africans name their new country?

MAP WORK

Label the following on the map:

1. Mediterannean Sea
2. Europe
3. Atlantic Ocean
4. Indian Ocean
5. Red Sea
6. Atlas Mountains
7. Sahara Desert
8. Suez Canal
9. Asia
10. Egypt
11. Nile River
12. Congo River
13. Niger River
14. Mount Kilimanjaro
15. Lake Victoria
16. Madagascar
17. Kenya
18. Zaire
19. South Africa
20. Nigeria
21. Tanzania
22. Liberia
23. Sudan
24. Ethiopia
25. Cairo

Make a key for your map and shade in the desert, grass lands, and rain forests.

What direction from Africa are the following?

1. Europe
2. Asia
3. Australia
4. Antarctica
5. North America
6. South America
7. Mediterranean Sea
8. Atlantic Ocean
9. Indian Ocean
10. Red Sea

Between what longitude and latitude does Africa lie?

_____

AFRICA

AFRICA

DESERT

Africa has two main desert areas. The largest and best known is the Sahara, which covers most of the northern one-third of the continent. The Kalahari is much smaller and is located in the sourthern part of the continent. The land and climate are similar, although the peoples who live there are very different. This unit will concentrate on the Sahara Desert.

Land and Climate

The Sahara Desert is almost as large as the United States. It is the largest desert in the world. It covers most of the countries of Algeria, Libya, and Egypt, as well as, parts of Morocco, Tunisia, Sudan, Chad, Niger, Mauritania, Mali, and Spanish Sahara. Sahara is an Arabic word meaning "emptiness". This vast emptiness covers approximately 3,500,000 square miles of northern Africa between the Atlantic Ocean and the Red Sea. Scientists once thought the Sahara was the bed of an ancient dried up sea. They now believe it was formed by the weathering away of mountains by constant winds, fierce rain and sand storms, and extreme temperature changes. These weathering processes are still going on today.

Much of the Sahara lacks true soil. The most feared section of the desert is the Great Erg, a vast area of shifting sand dunes. Most of the desert is made up of rock outcroppings called hamada, and flat boulder and gravel covered plains called reg. Enough coarse grass and shrubs grow in these areas to support grazing animals. The only true soil is known as red desert soil. It contains many of the minerals plants need because there is so little rain to wash them away.

An oasis is a place in the desert where there is enough water from springs or wells fed by underground water to grow trees and crops. The water has been trapped in a layer of clay beneath the sand. Some oases are merely a tiny clump of bushes and a trickle of water, while others have many springs or wells and may support a large community. Some oases have even been enlarged by digging additional wells.

In the middle of the Sahara are three mountain ranges, the Ahaggar, Tibesti and Air. They were created by volcanic eruptions hundreds of thousands of years ago. Many peaks are extinct volcanoes rising six to ten thousand feet above sea level. There are many fertile river valleys in this region.

Several rivers cross the desert because of heavy rains that occur outside this dry region. The rivers pass through the desert to the sea. The Nile in the eastern Sahara is the largest of these rivers.

The daily temperature extremes vary greatly in the Sahara. The highest recorded temperature was 136° F. Summer temperatures are often between 120 and 130° F. It is not unusual for the temperature to drop fifty degrees or more in one day. In the winter the sand may cool so quickly that frost forms, and the wind becomes biting and cold. All parts of the Sahara get some rain, but many get only a few scant showers. Sometimes the rain evaporates before it hits the ground. A northeast tradewind blows constantly from the Red Sea to the Atlantic Ocean and dries up most of the moisture. Sandstorms are frequent.

Animal life is scarce in the desert because of the small natural food supply. There are many snakes and the camel and ostrich find the sandy wastes a natural environment. The border areas have enough water for lions, panthers, hyenas, jackals, foxes, and several kinds of apes.

Travel in the desert has always been difficult, as well as, dangerous. Thirst, starvation, sandstorms, and attacks by bandits were constant threats. Up until about fifty years ago, the camel was the only means of transportation. Today trucks and buses make regular trips between oases where there are filling stations and telegraphs for communications. Travelers in cars must notify authorities of their route. If they do not reach their destination in twenty-four hours, rescue cars are sent out. Even today, travelers without water cannot survive much more than a day.

Desert Dwellers

There are two main types of desert dwellers in the Sahara; the permanent oasis dwellers and the wanderers. The oasis dwellers are farmers who raise grains such as wheat and barley, citrus fruits, dates, and vegetables. In the past, the desert wanderers, or nomads, were their chief customers. Today there are paved roads from the cities at the edge of the desert to many oases. The highways bring better prices for the oasis dwellers' products because they can be shipped cheaper by truck than by camel. More goods can also be brought to the oases at cheaper prices. In the past oasis dwellers rarely left their own communities. Today there are daily buses to many oases which take the people to the cities where they learn many new ideas.

Some oases today even have electricity which is mainly used to pump water. It is still too expensive for many to have homes with electric lights. Many things are still done in the old way, such as using cattle to pull the plow and sowing seed by hand. Although oasis dates are now shipped to countries around the world, the date palm branches are still used to build houses, the leaves are used for mats, and baskets, and the entire tree may be used for fuel. Some houses are also made of sun-dried adobe brick. Getting water for their crops is the chief concern of oasis farmers, and this task occupies the majority of their time. They build stone walls around their fields to hold rain or water from the springs or wells long enough to soak into the ground. Channels are often dug from the water's source to the fields. Maintaining the wells and irrigation channels is a constant job.

There are two main groups of desert wanderers, both living in much the same way, although in different parts of the Sahara. The Bedouins are of Arabic descent and live in the northern part of the Sahara. The Tuaregs are descended from the Berbers who fled into the central desert from northern Africa when they were invaded by conquerors. They have adopted most Arab customs, including the Arabic language and the Moslem religion. The Tuareg are a proud and independent people and want to be different from other Arabs. For this reason some believe it is the Tuareg men who cover their faces with veils instead of the women as in other Arabic groups, although the reason could simply be that they need to protect their faces from the sun; wind, and sand. Because of this, they are sometimes called "The People of the Veil".

Bedouin is the name given to any Arab band that roams the desert with herds, moving from oasis to oasis. In the past the bands, or tribes, have been fiercely independent and often feuded with one another. They have also been known to rob their non-Bedouin settled neighbors. The different tribes are represented by distinctive headdresses.

Both groups of desert wanderers are herders of sheep, goats, and camels. Some have horses and donkeys for riding, but most use camels. They travel the same routes throughout the desert year after year, staying in one place only as long as the grazing lasts before moving on. Although they appear to wander aimlessly, they use the stars and landmarks to tell directions, for there are no roads in much of the desert. Their frequent moves require simple homes with little furniture except rugs for covering the dirt floor. They use tent homes made mostly of camel and goats' hair or leather. Divided into two rooms, the best is for the men, and it is here they do their entertaining. The men sit on carpets spread around a small fire

and rest against pillows or saddles. Guests are entertained on the men's side of the tent. The women and children sleep on one side of the tent along with storing all the food, cooking utensils, extra clothing and bedding, and the loom. They usually have a copper kettle for cooking, wooden bowls for mixing and brass eating trays. Goatskin bags and earthenware jars are used to store water. Woven baskets are used for storing food.

Because they follow the Moslem religion, the nomads are not allowed to eat pork, and although the meat from camels, sheep and goats is very good, they seldom kill any of their animals because they are too valuable for other things. Their animals are used for meat only on very special occasions or if they are injured or too old to do their work. In some areas the nomads may hunt hares, gazelles or even lizards for meat, but on the whole, their diet consists of mainly milk products, bread, and dates. Flat loaves of bread are made from corn, wheat, barley or sorghum flour mixed with water or milk. They are baked on the insides of a pan with the fire also inside the pan on the bottom, The flat bread is sometimes used as a plate and eaten last, or dipped in stew or porridge. Wheat and barley may be cooked as porridge. Kous Kous is a stew made of flour, meat, oils, and vegetables. Kishk is a paste of flour and sour milk with vegetables in it. The men eat from pot first and then the women and children can eat. For special occassions, little sweet cakes are made by frying them in oil and later dipped in honey. Dates are sometimes added to them.

Camel and goat milk doesn't stay fresh long in the desert heat, so the nomads have learned to drink it sour or eat it as curds and whey. Much of the milk is made into cheese because it keeps well and is easy to carry. Butter is made by churning in a goatskin bag or by hanging the bag and beating it with a stick. Dates are eaten fresh or dried, and are often dipped in butter. Sometimes they are scrambled in eggs. The large bud of the date palm is called date cabbage and is eaten like a cooked vegetable. Locusts roasted in hot coals are considered a delicacy. Arabs drink coffee together as a sign of friendship. The men are the coffee makers. They roast the green coffee beans, pound them, and mix in herbs and spices. It is drunk when it is sweet, thick, and black. These Arab nomads also brew tea in earthen pots, boiling mint, spices, and sugar in it.

The nomads of the desert wear clothing to protect them from the wind, sun, sand, and very high and low temperatures of their environment. The men and boys wear a simple hooded cloak called a burnoose. Their trousers are loose fitting, and they wear leather slippers on their feet. Turbans are also worn on the head and can be arranged around the face for protection against

the weather. The women and girls also wear loose fitting cloaks and leather sandals and most Arab women wear veils across their faces in the presence of strangers. The people wear layers of clothing so they can take off or put on extra as the weather changes. They also sleep in their clothing.

Everyone in a nomad community has a job. The day begins before sunrise with a call to prayer by a religious leader. As Moslems, they pray five times a day, no matter where they are. Some of the men and boys take the flocks away from the camp to graze, often singing to them as they go. They carry a lunch of dates, bread, and cheese which was packed by the women. Scouts are sent out to find more grazing so the group can move on when the present grazing runs out. The small girls collect fuel of shrubs and thorny plants for the fires while the older girls help the women carry water, wash clothes, clean tents, and cook in their kitchens in front of their tents. When the time comes to move on, it is the women who pack the tent and its contents and load it on the camel. At the new camp site the women unpack everything and set up their tent homes all over again.

The nomads make as many of the things they need as possible. The children are taught to twist camel hair and wool into thread. The women weave coarse cloth on their simple wooden looms. The finer camel hair is used for clothing and the coarsest is used for saddle blankets or grain sacks. Goat hair is used for tent cloth or rope. Rugs, blankets, and shawls are made from wool. The older boys and men make saddles and leather bags.

Some of the routes followed by these desert nomads were used by caravans as much as 4,000 years ago. They may travel as much as two hundred miles a year. Especially during the winter, which is the driest season, they stay closer to the larger oasis where there is more water. At this time, they visit the bazaars, or markets, where they sell or trade their animals and the things they've made for the supplies they cannot produce themselves. These might include sugar, salt, rice, coffee, grain, fruits, vegetables, tools, pots and pans, cotton, wooden tent posts or ropes. These visits to the bazaar are very important because they usually only happen once or twice a year. In some tribes only certain men travel to the oasis bazaars and the women and children never go.

The life of the desert nomads is not all work and no play. The children enjoy many of the same games as children in other parts of the world. They play marbles by rolling them into holes in the sand. Jackstraws are played with date seeds, and boys particularly enjoy juggling to see how many things they can keep going in the air at a time. In the cool of the evening, running and racing games are popular, as well as, Leap Frog, Blind man's Bluff, and Puss in the Corner. Tied Donkey is played by tying one child's leg to a peg and the others try to hit him with a knotted headcloth. If they are caught, they must take the place of the child tied to the peg.

The nomad fathers want their sons to be able to read and write so they can trade and count money. School is held whenever and wherever it is convenient. The students sit on the ground and sing their lessons. There is very little written material. It, of course, is in Arabic, which is read and written from back to front and bottom to top.

Life in the desert would certainly be impossible without the nomads' animals, especially the camel. They are awkward, ugly, and bad tempered, but they are the only animal so well suited for desert travel. They are extremely strong and can withstand great heat. They have hooded eyelids and nostrils which can partially close to keep out the desert sands. They store food in their hump which is smaller and softer after a long journey because of the food that has been used. The camel's stomach is lined with special cells which can store water like a sponge. It can go for up to two weeks without water in cool weather and every other day in hot weather. The camel is like a goat because it eats almost anything.

The camel has two toes with a pad in between which spreads out when the animal walks to keep it from sinking in the sand. It also protects against the burning sand. The camel's long legs can take strides up to six feet, but it doesn't walk like other four-legged animals. It picks up both feet on the same side at one time which causes his body to pitch back and forth from side to side. This motion is like that of a boat in the waves, which is why camels are often called "ships of the desert".

Most camels used in the Sahara are dromedaries, or Arabian camels, with one hump. Bactrian camels have two humps. Camels are further classified according to the jobs they do. Baggage camels can travel about twenty-five miles a day and riding camels can travel much further.

The discovery of oil has brought great changes to the desert in recent years. Some of the money from the sale of oil has been used to build schools, hospitals, dams, and new wells. Uranium, iron ore, copper, coal, and phosphates provide a promising industrial future. Because of these things, the traditional ways of life are changing. Men who were once nomads, now work in the oil fields. Children who once tended flocks now go to regular schools. Women who used to have tent homes, now live in more permanent structures. However, many desert dwellers are reluctant to leave the security of tradition, and continue to live as their ancestors have for hundreds of years before them.

Facts of Interest

Did you know:

1. that a date palm grows to be 70 feet tall and will bear fruit for 100 years?
2. that an ostrich may live to be 80 years old?
3. that the finest camel hair is used for paint brushes?
4. that some desert sheep have fat tails for storing food?
5. that Arabs made the first calico?
6. that Arabs invented the game of Chess?
7. that Arabs made the first clock with pendulums?
8. that Arabs often wash their hands with sand?

Name_____

DESERT QUESTIONS

1. What are the two main deserts in Africa and where are they located?

2. Which is the largest desert in the world, and how large is it?

3. Where is the Sahara Desert located?

4. How do scientists feel the Sahara was formed?

5. Describe three kinds of desert land.

6. What is an oasis?

7. How can there be water under a desert?

8. How can there be rivers in a desert?

9. What are the dangers of desert travel?

10. Describe the lives of the two types of desert dwellers.

11. How do the two types of desert dwellers help each other?

12. How have highways helped oasis dwellers?

13. What is the chief concern of oasis dwellers?

14. Who are the two main desert wanderers?

15. Describe a nomad's home.

16. What religion are most desert dwellers?

17. Why don't the nomads eat much of the meat of their animals?

18. What is a sign of friendship among the Arabs?

19. Describe the clothing of the nomads.

20. What are bazaars, and why are they so important to the nomads?

21. What type of games might nomad children play?

22. Describe a nomad school.

23. Why are camels so well suited to desert life?

24. What had brought many changes to the desert?

25. Why do many nomads resist changes?

THE NILE RIVER VALLEY

The Nile is the longest river in the world, flowing for 4,187 miles. It is the only river in the world to begin near the equator and flow into the middle latitudes. Usually Lake Victoria is called the source of the Nile, but the actual source is a river which flows into Lake Victoria. Many streams flow into the Nile. From Lake Victoria to Khartoum in Sudan, it is referrred to as the White Nile. At Khartoum it is joined by the Blue Nile which begins in Ethiopia's Lake Tana. The Nile becomes narrower as it flows northward through the desert. It is less than three hundred feet wide just south of Cairo. The Nile has no branches for the last 1,600 miles. The delta begins at Cairo. Normally the river's current moves along rapidly, carrying large amounts of mud and sand with it. As the Nile nears its mouth at the Mediterannean Sea, the current slows down. The mud and sand it carried drop to the bottom and new land, called a delta, is formed. The Nile actually looks like several rivers in the delta because the water has had to divide and go over or around the mud and sand that have been dropped. This new land is extremely fertile, but lagoons and marshes cut much of it off from the sea coast. Alexandria is a major port located on the delta. The city is over 2,300 years old.

The Nile River Valley is one of the most fertile farming areas in the world. This is largely due to the yearly flooding of the river which has occurred for centuries. During the summer, between mid-August to mid-October, the Nile overflows its banks, flooding the lowlands. These flood waters are caused by heavy rains which occur in the highlands of Ethiopia where the Blue Nile begins. When they recede, a rich deposit of top soil is left behind, In the past, farmers had to hurry to plant their crops as soon as the waters receded so they could get the most benefit from the moisture in the soil. Today dams have been built to hold back some of the flood waters, so they can be released gradually as they are needed. In this way, farmers can grow crops year round instead of depending on one crop per year which had to be grown in the cool season following the floods. In addition to the cool season crops of wheat and barley, there is now enough water to grow hot-weather crops such as corn, cotton, and sugar cane. Corn has only been grown in Egypt for a few hundred years. It was first grown by the American Indians. The first dam was built about sixty-five years ago at Aswan, six hundred miles upstream from Cairo. It worked out so well that the Egyptian government built a larger dam to hold back still more water. It is called the Aswan High Dam, and is 364 feet high and two and a half miles long. A great lake formed behind this dam, flooding a huge section of the valley. Many palaces and temples located in this area had to be taken apart and rebuilt on higher ground. The High

Dam also provides hydroelectric power to areas hundreds of miles downstream.

The Nile River has been a chief means of transportation in northeastern Africa since ancient times. Even today, however, the desert sands continue to fill in the Nile. In some areas it takes constant dredging to keep it open for the ships to pass through. The many rapids on the upper Nile make navigation difficult, if not impossible.

Ancient Egypt

Egypt's history dates back over 5,000 years. This was the birthplace of civilization long before there was written history anywhere else in the world. It was here that math, medicine, surgery, and the principles of the modern calendar had their beginnings. One of the first systems of writing called hieroglyphics was developed here. The architecture of ancient Egypt serves as models of good building technique even today. However, this great civilization would never have developed in this dry wasteland had it not been for the Nile River. Because it was the source of their very existence, ancient Egyptians worshipped a river god.

The early Egyptians made their first boats of bundles of papyrus covered with pitch to waterproof them. They believed the crocodiles would not harm them in papyrus boats. Wood was scarce, so the first wooden boats were small. The Egyptians learned how to make sails, but only sailed with the wind behind them. For this reason, they developed oars and paddles for times when there was no wind. The need for larger and stronger boats increased, so the Egyptians traveled south of the desert where trees grew to get lumber. They also traveled across the edge of the Mediterranean Sea to get cedar from Lebanon. In time, some boats were up to two hundred feet long and sixty feet wide. It took hundreds of slaves at the oars to power them, or if the going got rough, they were pulled along from the shore by ropes. Such boats were used to carry wheat and other supplies to the pharaohs' storehouses. They were guided by a boatman who stood in the front with a stick and checked the water's depth frequently. Working boats were very plain, but pleasure boats were gaily painted and had colorful sails.

Most ancient Egyptians were very poor. They farmed the land of rich nobles and the pharaohs, paying rent and taxes in goods and labor instead of money. They lived simply in homes

made of clay with little furniture. Often many people lived in one house. It was always warm inside because there were few window. These houses did not last long, but this did not matter because the poor had to work for the rich and were often forced to move. Mud houses could be built easily anywhere. Food was often scarce for their people. They rose at sunrise, worked most of the day, and went to bed shortly after sunset.

The homes of the wealthy were made of sun-dried brick and wood. They were generally two stories with bright awnings on the roof so the family could sit up there and enjoy the view. These homes had many rooms which were sometimes separated by beautiful hangings instead of walls. Pictures of birds, trees, flowers, the river, or papyrus reeds were often painted on the floor. The ceilings were painted like a sky with such things as stars or birds on them. Beautiful gardens with palms, lotus, and pools surrounded the homes of the wealthy. They liked to sit here and listen to someone play a harp while they watched their slaves dance.

The wealthy had beautiful furniture that was sometimes covered with gold or beautiful painting. It was often carved, especially with likenesses of animals.

The wealthy always had plenty to eat, including meat, honey for sweetening, watermelon, grapes, onions, garlic, and cucumbers. Their kitchens had wood or charcoal fires instead of the blocks of straw and cow dung used by the poor. There was an abundance of pots, pans, jars and baskets in the kitchens of the wealthy. Servants did the cooking in earthenware ovens instead of over fires which were often outside, as the poor did.

Very few ancient Egyptians could read and write. Only the sons of the wealthy or possibly a slave who showed great promise and had gained his master's favor were educated. The schools were usually in the temples with religious leaders acting as teachers. When first learning to write, the boys had to use stones or wax tablets. Only when they could write very well were they allowed to use paper, called papyrus. It was very expensive because it was made by hand from reeds which grew along the Nile. Our modern word "paper" comes from papyrus. A boy with an education might become a lawyer, a scribe, a judge, or an artist.

Rich Egyptians rode in chariots pulled by fine horses. But the poor were lucky if they had one oxen or donkey and a crude cart to help with their work. They began the task of raising a crop as soon as the floodwaters of the Nile went down so that they could plant before the soil dried out again. They plowed and scattered seed by hand, sometimes driving cattle across

their fields to press the seeds into the soil. Since there was rarely any rain, all water for the crop had to come from the Nile. Some farmers carried water from the river in jars. Various water-lifting devices were also developed to bring the water from the river to the fields. The shaduf is still used today. It consists of a bucket hung from a rope tied to the end of a long pole. A weight at the other end of the pole helped lift the bucket of water from the river and the farmer then emptied the bucket into a ditch which carried the water to the fields. The Egyptians built many canals and dykes to divert the water where it was needed and to keep it there. After many years, they had dug so many canals in some areas that they could no longer drive their carriages over their land. The tops of dykes, some of which were twelve feet high, were used for roads.

Flocks of birds, storms, and locusts were all threats to the growing crops. If all went well, there was a bountiful harvest. When harvest time came, the rich landowners often came to the fields to watch. He would sit in the shade with plenty of food to nibble on and often a musician and servant women to entertain him. He also brought his scribe to keep records of the harvest so he was sure not to be cheated in his share which usually had to be paid immediately. The peasant men would cut the stalks of grain by hand and tie them in bundles. The women and children followed behind to pick up even the smallest kernels. The bundles were carried to a threshing floor where oxen walked back and forth across them to loosen the kernels from the straw. Finally, the men would toss the grain in the air so the wind could blow the chaff away.

Many gods and goddesses were worshipped by the ancient Egyptians, but the same gods were not always worshipped in the same places. Because they depended on the Nile, one of their main gods was the river god and the goddess of the overflowing river. They also worshipped gods of the sun, moon, earth, light, growing things, and locusts. Beautiful temples were built for for these gods and the people gave them many gifts. The early kings, or pharaohs, were extremely powerful and their laws were obeyed without question. He was allowed this power because the people believed he was also a god. They called him the "Good God" and provided everything he needed.

The ancient Egyptians were skilled builders. The earliest Egyptians built round temples of reeds or tree branches. Later they used sun-dried bricks. Their most lasting efforts were built from huge blocks of stone. The Egyptians are probably most famous for their tombs, or pyramids. They believed those who died went to live in another world and would need many of the same things they did in this world. They also believed the body needed a safe place to rest. Only the rich had tombs, however. The poor were buried in the ground at the edge of the desert. Tombs took a long time to build and the pharaohs especially spent much time planning theirs. There are still more than sixty pyramids existing. They are considered among the wonders of the world.

The Great Pyramid was built over 4,000 years ago by Khufu. It is the largest one known to have existed. It was 481 feet high, or approximately the same height as a forty-eight story building. Each side was 755 feet long. It covered almost thirteen acres of land. It was made from 2,300,000 limestone blocks, weighing about two and a half tons each.

The Great Pyramid took twenty years to build. Each year while the Nile covered the land, Khufu forced 100,000 men to work on the tomb for three months. Many were slaves captured in wars. The stone blocks were cut on the east side of the Nile and floated across by boats while the water was high so they could get as close as possible to where the pyramid was being built. No one knows for sure how the blocks were moved into place. We believe they used ropes pulled by many hundreds of men with all their strength, and possibly levers and rollers. The opening of the pyramid was fifty-five feet above ground and a passageway lead to the room for the pharaoh's body. Below this room was another for the body of his queen. Because Egyptians believed the dead, lived on in another world, they believed the bodies had to be preserved as they were in life. Elaborate embalming methods were used before the body was wrapped in many layers of linen bandages and placed inside a coffin. These embalmed bodies were called mummies. Furniture, clothing, jewelry, food, and sometimes even slaves were buried with the bodies for use in their new life. Often there were artists' paintings and drawings on the walls of the pyramids which showed the way of life at the time whoever was buried there had lived. When everything was completed, the pyramids were sealed tight. Many were covered with sand and not uncovered for thousands of years. The dry climate has helped preserve these ancient wonders which have helped us learn so much about the past.

When the pharaohs built pyramids, they also built temples on their east side. These were called pyramid temples, and here the people worshipped the pharaoh buried nearby. Many priests lived near the temple and brought food, drink, and clothing to the pharaoh in his temple.

Thebes was the capital city for many years and it was here the pharaohs lived. At one time, there were more temples here than in all the rest of Egypt. The largest was the temple of Karnak for Amon-Re, believed to be king of the gods. It took over seven hundred years to complete. As in most temples, it was supported by many columns with elaborate carvings, usually with lotus or papyrus flowers at the top. An obelisk stood on each side of the doorway, and the street leading to the temple was lined with sphinx statues. The people brought bread, cakes, meat, and wine to Amon-Re in his temple, while the pharaoh gave gold, silver, piles of grain, many animals, and even towns and rich land.

The Egyptians also built another kind of temple along the Nile. Where there was no room between the cliffs and the river, they cut temples into the rock of the cliffs. These were called "rock temples".

The sphinx was an imaginary creature of ancient myths with a human head and a lion's body. It represented the god Horus, who guarded temples and tombs. The sculptor usually made the head resemble the pharaoh of the time, but on occasion the head of a hawk or ram was used.

The Great Sphinx is near the Great Pyramid at Giza. It is one of the most famous monuments in the world. The head and body were carved from solid rock, and the paws and legs were built of stone blocks. It is two hundred forty feet long and sixty-six feet high, or about as tall as a thirty story building. The face is believed to be a portrait of the pharaoh who built it, but no one knows which one. Sands have worn away part of the stone, and the head has been damaged because it was used for a gunnery target at one time. Sand covers the base most of the time. It has been cleared away several times, but the desert winds always bring it back again.

After many years, the pharaohs quit building pyramids. Perhaps they no longer had the wealth, or no longer believed there was a good reason for them. They began to set up a new kind of monument called an obelisk. It was not a tomb but a tall, solid piece of red granite with four sides and the top cut to look like a pyramid. Sometimes a covering of gold or silver was put over the top. Pictures and signs were cut on the long, narrow sides. The first obelisk was built four thousand years ago. It was sixty-seven feet high and weighed 217 tons. Later obelisks were one hundred feet tall. Many were set up in honor of Amon-Re, the sun god. The sides were often polished to look like sun's rays. Sometimes a pharaoh set up an obelisk after he had ruled thirty years with pictures and signs telling of his accomplishments. Often two obelisks were set up at the same time with one containing messages from the sun god to the pharaoh.

Obelisks may have been like sundials or clocks. As the shadow moved from hour to hour it showed the time. They may even have been like calendars as the shadows changed from season to season.

The red granite used for obelisks was found underground near the Nile. Workmen used copper saws, iron and bronze tools. Two methods are believed to have possibly been used for removing these huge blocks of granite from the earth. One used chisels to cut holes about two inches deep and one inch wide in the granite where they wanted it to break. The point of a very dry stick was put in the hole and water poured over it. As the

stick soaked up the water, it grew larger and forced the granite to crack. A second method might have been to cut a wide deep groove and build a fire in it. When the granite was very hot, the fire was brushed away and cold water was poured in the groove, making the rock crack.

Once it had been removed from the earth, the heavy block was put on a sledge and pulled with ropes by many hundreds of men to the place where the water would come to when the river rose. Sometimes water was put on the ground to make it easier to pull. When high water came, it was put on a raft and pulled by boats with hundreds of men at the oars. When they reached the place where the obelisk was to be erected, they transferred the stone to another sledge and moved it to where it would stand. It is hard to imagine how these huge structures could have been uprighted without the use of modern equipment. Some believe Egyptians builders used levers and gradually built up the dirt underneath. When it was high enough, they pulled the dirt away under half of it, making the top go up and the bottom go down.

One of Egypt's queens erected the two obelisks at the temple of Karnak over 3,000 years ago. The work was accomplished in the record time of seven months. At the top of one obelisk is a picture of the queen dressed in men's clothing kneeling before Amon-Re. She wished her name to be remembered forever.

Egypt Today

Today millions of people live in the Nile Valley, the greatest oasis in the Sahara. Although the cities have been modernized, most of the people still live under primitive conditions. Until recently, the peasants were lucky to own one acre of land. Since Egypt and Syria were combined to form the United Arab Republic, the government has distributed the land more evenly. The government has also helped with important irrigation and water storage projects. However, water wheels turned by oxen and shadufs are still fairly common, and many farmers still cultivate by hand or with the help of oxen.

Cotton, rice, and sugar have become important cash crops. Food crops are grown in small peasant plots called fellaheen. In the western part of Egypt lies a basin called Taiyum. It is below sea level and has been connected with the Nile by a channel that taps the water of the river. This water supply makes it one of Egypt's major oasis. The area is well known for its crops of figs, nectarines, apricots, grenadine, oranges, lemons, grapes, and olives.

Egypt's population is expanding so rapidly that even increased crop yields are not enough to support the economy. Industries are developing rapidly, such as textile mills, glass and fertilizer plants, metal and leather working, and sugar refining.

In the cities, many people dress in western clothes like those of the United States and Europe. Most of the peasant men wear a galabuph, which is a cotton shirtlike garment which comes to the ankles, or knee-length trousers. They wear small skullcaps of cotton, felt, or wool. Most go barefoot or wear a leather slipper with no heel. The peasant women wear ankle-length dresses of brightly colored cotton with long sleeves. Black veils are worn over their faces in public. The women wear as much jewelry as they can afford. Married women wear heavy rings of bronze or silver around their ankles as wedding bands. These costumes have not changed for hundreds of years.

Cairo

The city of Cairo was established in 640 as a military camp. It is located on the east bank of the Nile and is the largest city in Africa. In fact, it is one of the fifteen largest cities of the world. The city has two distinct sections. The east side is old with narrow winding streets, outdoor bazaars, and many buildings that are hundreds of years old. Most of the city's poor live in the east side and dress in traditional Arab fashion. The west side is newer and much more neat and orderly. Most of the government buildings and industry are located in the west side. The middle class and wealthy live here and usually dress like Americans. All people who live in Cairo are called Cairenes.

Most people in Cairo, as well as all of Egypt, are Moslems. Some do belong to the Christian Coptic Church. Cairo has many mosques which are Moslem Churches. Beside these are the minarets. The religious leaders go to these towers five times a day to call the people to prayer.

There are many river streamers traveling the Nile, but most of the craft seen frequently are dhows or the bahabiyas with their triangular sails. Summers are so hot in the city that many families move to the seacoast or live in boats on the Nile. The sun shines almost every day and the city, like much of the entire country, averages one inch of rain per year.

Today Cairo is a religious, cultural, trading and manufacturing center. Tourism is also important to its economy.

The Suez Canal

The Suez Canal is a vital part of Egyptian life. It was completed in 1969 and connects the Mediterannean Sea and the Red Sea. Because ships can now go from Europe to Asia without going all the way around the continent of Africa, it is one of the most important waterways in the world. It takes ships about thirteen hours to make the 107 mile trip through the canal. This saves thousands of miles and many days of travel.

THE NILE RIVER VALLEY

1. The Nile River is the _____river in Africa and one of the _____in the world.
2. It is located in the _____corner of Africa and flows _____(direction) into the _____Sea.
3. For most of its way, it flows through the country of _____.
4. At its mouth is a large _____which has been formed by the _____carried down the river.
5. Egypt is really a big _____in the Sahara Desert.
6. The land along the Nile River is _____and the river has in the past _____its banks every summer.
7. In this way, the land got plenty of _____ for growing good crops.
8. When the river overflows, it leaves a coating of fine, rich_____.
9. Recently, _____have been built across the Nile. This makes it possible to _____ _____ the land any time of the year.
10. The largest of these dams is the _____Dam.
11. The farmers used to use a _____on the end of a pole to dip water for irrigation.
12. Now they use _____engines to run the pumps.
13. The most valuable crop grown in Egypt is _____.
14. The climate of Egypt is _____.
15. The largest city of Egypt is _____.
16. Material used for building most village houses in Egypt (used by most of the people is _____

Use some of these words in the blanks: hot, cool, gasoline, diesel, Cairo, Alexandria, longest, widest, soil, dirt, sand, cotton, Northeast, northwest, northward, southward, Red, Mediterranean, Dead, sun-dried bricks, American-made bricks, low, high, overflowed

Be sure to spell these correctly:

pyramids Sphinx bazaar buffalo Pharaoh turban buries Islam

1. Egypt is a very _____country, one of the leading countries of the world during early Biblical days.
2. Those early kings were called _____.
3. Large tombs built by the old Egyptian kings still stand. Many tourists visit these great _____near Cairo.
4. The _____, a huge statue built of stone near the pyramids, has the head of a _____, the body of a _____, the tail of a serpent, and the wings of a bird.
5. _____blows around the base and even _____it most of the time.
6. The head of the Great _____ is believed to be the portrait of the _____who built it. It watches over the tombs.
7. The principal dress of the Egyptian farmer is a long, flowing _____ _____.
8. Much cotton material is used, because cotton is _____ and _____; also because the principal crop is _____.
9. Each week all farmers and their families like to go to the _____ _____, or the Egyptian market place.
10. The men go to the _____for coffee and talk while the women and children _____their products.
11. These farm products are grown in Egypt: _____
12. These animals are raised by the Egyptians:_____
13. What religion do the people of Egypt believe in?_____

DEFINITIONS OF NILE VALLEY WORDS

1. Aswan _____
2. bazaar_____
3. Cairo_____
4. tomb_____
5. delta_____
6. Egypt _____
7. mosque _____
8. mummy _____
9. pyramid _____
10. Sphinx _____
11. cataract_____
12. turban _____
13. Mediterranean____
14. Egyptian Cotton _____
15. Alexandria_____

a. "The Gift of the Nile"

b. Long, silky fibered

c. An inland sea which is almost enclosed by Europe, Asia, and Africa

d. Egyptian shipping port on the Mediterranean Sea

e. A place of public worship for the Mohammedans

f. A dam in the Nile River

g. A dead body, well-preserved by a special process and wrapped in a linen cloth

h. A place where the dead body of a human being is buried

i. Giant stone structures built by the Egyptians for use as burial places for the Pharaohs

j. A marketplace

k. The tract of land at the mouth of a large river, formed by soil brought down by the water.

l. A waterfall

m. The capital city of Egypt, near the mouth of the Nile

n. A headdress worn by Mohammedans, consisting of a long piece of linen or cotton wound around the head.

o. An Egyptian cat who watches over tombs.

p. One who makes earthen vessels on the Nile.

q. An image which has the face of a man and the body of a lion. It is near the pyramids in Egypt.

NILE VALLEY QUESTIONS

1. Where are the source and mouth of the Nile?

2. Why is the Nile different from other rivers?

3. What is a delta and how is it formed?

4. Why is the Nile River Valley so fertile?

5. What are cool and warm weather crops raised in the Nile Valley?

6. Why is year round farming now possible in the Nile Valley?

7. Name some things that had their beginnings in ancient Egypt.

8. Describe the way of life of ancient Egyptian peasants.

9. Describe the way of life of the wealthy in ancient Egypt.

10. How did farmers in ancient Egypt get water to their fields and keep it there?

11. Explain how grain was planted and harvested in ancient Egypt.

12. Why was the pharaoh so powerful?

13. Name some of the gods worshipped by the ancient Egyptians.

14. Why were tombs or pyramids built and what was put in them?

15. How were the pyramids built?

16. Who did the ancient Egyptians believe to be king of the gods?

17. What is the Great Sphinx?

18. What is an obelisk?

19. What type of industries are developing in Egypt today?

20. Describe the clothing worn by the Egyptian peasants.

21. What are Cairenes?

22. What is the religion of most Egyptians?

23. What is a mosque? A minaret?

24. What two bodies of water does the Suez Canal connect?

25. Why is the Suez Canal so important?

GRASSLANDS

Land and Climate

Grasslands, or Savannas cover more than two-fifths of the African Continent. These grasslands usually contain scattered trees or bushes. The three main areas of grasslands lie between the Sahara and the rain forests near the equator; on the plateaus of East Africa; and between the Congo River Basin and South Africa. Dry regions near the desert have short grass and few shrubs. Wetter areas near forests have more trees, and the grass may grow 12 feet high in the rainy season. There are many varieties of grasses; such trees as acacias, palms, baobabs; and many thorny shrubs.

Savannas provide good cattle-grazing areas. Drier savannas make better grazing lands than wooded savannas because there is more grass and animals are exposed to fewer diseases. Very dry grasslands near deserts, called steppes, are also good grazing areas. In South Africa the grasslands are called velds. This unit will concentrate on the most familiar grasslands of East Africa's highlands. The main countries in this grassland area are Sudan, Kenya, Tanganyika (now Tanzania), and Uganda. This region, especially Kenya, is a favorite of white settlers in Africa. The reason is that much of this area is a mile or more above sea level, so even though Kenya's highlands are directly on the equator, the climate is more comfortable than in the tropical lowlands. Nairobi, the mile-high capital, is in the central plateau. It is a modern busy city, and the center of trade and transportation for the region. It is also the safari capital of Africa. Kenya has six national parks and six game reserves. The Kenya highlands are a region of good farming. The northern half of the country is semi-desert and used mainly for grazing.

Tanganyika lies south of Kenya. Most of the country is dry and covered by scrub and grassland. Farming is poor except in the region surrounding Mt. Kilimanjaro. This is the center of the rainfall area. The rain that falls on the mountain slopes runs down to streams and lakes in the neighboring country, providing enough water for farming. Uganda is land-locked and forms a bridge between the northern grasslands and the equatorial rainforests.

The central African plateau is separated from the eastern plateau by the Great Rift Valley with its chains of lakes. Lake Victoria is a huge, shallow body of water surrounded by Kenya, Tanganyika, and Uganda. It is the second largest body of fresh water in the world. (Lake Superior is the biggest.) Yet, its greatest depth is only 250 feet. It is infested with crocodiles, hippos, and the organism of bilharziasis (a disease causing organism). Other lakes along the valley include Randolph, Tanganyska, Albert, Edward, and Nyasa.

In the savannas there are definte wet and dry seasons. Cool weather alternates with warm. Because of the high temperatures, much of the savannas dry up in the dry season. Some trees lose their leaves. The ground becomes too dry for raising crops. Animals and people may suffer greatly.

Wildlife

Most of Africa's game animals live in the savanna lands--antelope, zebra, lion, elephant, giraffe, and rhinoceros. In the past, they have attracted big game hunters from all over the world. Today, their numbers have been greatly reduced and most governments have strict laws to protect them. The only legal safaris are the ones where the hunters do their shooting with cameras.

Among East Africa's most fascinating sights are the great national parks and game reserves. Here animals are free to roam, while man must remain "caged" inside his car. No one is allowed to carry a gun in a game reserve or park. Since the animals are never shot at, they have lost their fear of man and may even walk right up to parked cars. Although millions of animals still roam the wilds, experts feel that nearly all the larger beasts not protected in the parks will be wiped out in the not-so-distant future. Disease, illegal hunters, and the advance of civilization will be the killers.

Farming and Fishing

The typical method of farming in the savannas is to clear a small piece of land by burning off the wild growth that covers it. Then the farmer breaks up the soil with a hoe and plants his seeds, using the ashes as fertilizer. After a few years, when the land begins to lose its fertility, the farmer will abandon it and move on to another patch. The abandoned field is soon covered by weeds and other plants, which bind the soil and restore its fertility.

The most important problem for the farmers of the savanna is an undependable water supply. In the broad grasslands where so many people live, the rainfall varies widely from place to place and year to year. Sometimes not enough rain falls to save the crop. Then thousands of people go hungry. In other years, the rains may come too early or too late. When the rains do come, they are often heavy downpours that start and stop suddenly rather than falling as a steady, soaking rain. As a result, the soil cannot absorb all the water, and the water runs off, causing floods and carrying off some of the soil. Many tribes have "rain-makers" and ceremonies which they believe can control the weather.

The heat is another serious problem. In much of the rest of the world, twenty-five inches of rain a year will support farming. But soil moisture dries up very fast in hot climates, so much heavier rainfall, or irrigation, is necessary for farming to succeed. The constant warmth also results in rapid leaching of the soils--that is washing out the substances plants need to grow.

The structure of the soils in much of Africa makes them pack easily under pressure. Under the weight of heavy machinery, they become nearly as hard as rock. Plant roots cannot penetrate them. Therefore, modern farming machinery cannot be used in these areas, and much of the cultivation must be done by hand.

The broad areas of the savannas can grow millet (a coarse cereal), corn, wheat, tobacco, and cotton. Sisal is a plant grown here for its hard fiber which is used for twine and rope. The acacia plant provides a colorless gum used for glues, inks, candies, and medicines. Sorghum is one of many cereal grasses. Because it can grow in dry areas, it is an important food crop. One variety has a sweet juice used for syrup. Another is quite bristly and used to make whiskbrooms. The Biblical herbs of frankincense and myrrh are produced on the drier plains. Coffee is one of the most important crops grown in the highlands of East Africa. It is usually raised on large plantations. Tea is also grown here. Rice is raised near the rivers.

Cooperation between government agencies, private enterprise and the farmers is bringing about great improvements in many areas which are making life much easier for many Africans. An example of such cooperation is the irrigation scheme which brings a steady supply of water from a dam on the Nile to thousands of acres of dry land in Sudan. This area, called the Gezira, was once suitable only for seasonal grazing. Now it can be cultivated year round.

An unusual area in the Sudan is the Sudd, a vast marshland along the Nile filled with masses of floating plants. There are many fish here which are speared and dried for a year-round flood supply. Fish are not a natural part of most African diets except near the rivers because they spoil quickly in the hot climate. The Sudd also has great areas of papyrus grass.

Kikuyu

The Kikuyu are the largest group of farmers in East Africa. They live in villages called Mbari which consist of a number of homesteads. Each homestead consists of a large round house with mud walls and a thatch roof, about thirty feet in diameter. Each house has its own courtyard and a place for a few cattle, sheep,

goats, and poultry. There is one such homestead for each adult member of the family, young girls sleeping in the same house as their mother, boys often sleeping in special bachelor houses. For all the homesteads forming a mbari, there is a githaka, a plot of land that is farmed separately by each woman in her own section, but for the common good of the group. Each mbari is a tightly knit family and economic organization. It is largely self-supporting and there is no need for constant moving around in search of fresh land. Only when an mbari becomes too crowded does the family split, one member going off on his own to form a new settlement. Little governmental control is needed. Decision making is done by a council of elders.

A Kikuyu man may have several wives, and for each wife, there will be a special homestead for her and her children, and a special section of the common githaka for her to grow vegetables, corn and millet. But an mbari consists of more than just one family. There are a number of related families. A man's sons and their son's sons will all live together for as long as there is enough land. To these cultivators, the soil is sacred, and the right to use it is the most cherished possession a man passes on to his children. Each child inherits the right to use the soil cultivated by his mother, and the mbari always provides a mother with enough land to support her family. So the size of an mbari, although sometimes as small as thirty or forty, may rise to several thousand. Usually it seems to average around four or five hundred.

One of the major occassions for meeting people of another family group is a marriage. When a girl marries, she leaves her own home and joins her husband's mbari.

The Kikuyu have six distinct stages of life, each with its own duties and responsibilities. They have an age-set system where all boys who are initiated in the same year, regardless of what mbari they belong to, consider themselves as brothers. Members of the same age-set are bound to offer help and protection to each other whenever demanded. This system is the basis of the Kikuyus' strong sense of unity.

Although a boy inherits the right to farm the land which was farmed by his mother, he does not inherit the land itself. He cannot sell it, trade it, or fix any boundaries. He simply has a permanent right to farm his share. It is the Kikuyu belief that the land belongs to the tribe, which includes the living, the unborn and the dead who are buried there.

When the first European settlers came, they wanted to buy land from the Kikuyu. The Kikuyu misunderstood when they accepted money from the white men, regarding it merely as rent. Bad feelings resulted and a secret society among the Kikuyu was formed, called Mau Mau. They practiced tribal rituals which included taking blood baths. Acts of violence were directed against white settlers, the government, and Kikuyu who did not go along with

the terrorists. The violence turned into a civil war with raids, burnings, tortures, and murders committed mainly in the highlands against anti-Mau Mau Kikuyu. It lasted for seven years, during the 1950's when Kenya was a British Colony. Although the Mau Mau terror was a brutal waste of human life, it did convince Britain to grant Kenya independence.

Today, the Kikuyu have adapted well to the changes brought by the modern world. Their belief in the land is as strong as ever, but they take an active part in governing their country. Most children go to school wearing clothing like that worn by school children in America. Because of their deep love and understanding of the land, many work for the white planters on their plantations using modern machinery and technology. The Kikuyus know the world around them has changed, and they want to be a part of it. Therefore, they are changing, too.

Herders

The cattle herders live, for the most part, in the section of the savannas where the short grass makes good pasture land for their herds. The most famous of the cattle raisers are the Masai, a tall and proud tribe living mainly in Kenya and Tanganyika (now called Tanzania). They have little to do with civilization, refusing to grow crops or to learn skilled work. They seldom eat meat, but live on the blood and milk of their cattle. Cattle raising areas are sharply restricted by the tsetse fly. Thousands of head of cattle have been wiped out by it. In recent years, some progress has been made in clearing certain regions of the tsetse fly by spraying poison chemicals, and by making sure infected cattle do not enter the cleared territory, The tsetse fly causes sleeping sickness in humans.

The Masai depend entirely on their cattle. From the moment of birth, they are taught to respect cattle. They are taught to refer to their cows and oxen as sister and brother, and they feel the same kind of obligation to the animals that they would to their own family. It is nothing for a Masai to defend a single cow with his own life, against a lion or a leopard. The Masai have a reputation for being fierce, but usually this applies only to the protection of their cattle. They are fierce toward other human beings only when they threaten to change their chosen way of life.

In the past, when the Masai found land they wanted, they settled on it, pushing out whoever might have been there before them. They ignored any people who cultivated the land. They looked down on anyone who had no cattle and thought of them as not being men. To the Masai, their cattle represented wealth and status. They felt they are superior to all other men because their god gave them cattle. The farmers were just as glad to have nothing to do with the Masai, and so long as neither tried to take the others land, there was no conflict. Once in a while they sold cattle, butter, and hides so they could buy grain, honey, tobacco, cloth, and iron for spears.

Generally, the Masai lived in small, self-governing groups. At the center of the village was a crude enclosure made of branches for their cattle. Around this were their homes, which looked like big brown boxes. The walls and roofs of the houses were made of small poles plastered with mud, grass, and cow dung. Since this is a land of little rain, there was no need for steep roofs to shed water. Most activities were conducted outside, so there was little need for furniture. Woven mats were used for sleeping. When grazing or water supplies ran low, the Masai packed up their few belongings and moved on. A new village could be constructed quickly. Most of the work around the village was done by the women. Caring for the cattle was the men's chief concern.

Every four years a group of young Masai warriors of the same age are sent away from their village, taking with them some cattle which their parents have given them. Miles away, the young warriors build a camp of their own. No older people are allowed to live there. Living on their own is considered an education. They learn how to get along by themselves, how to care for their cattle, and how to kill lions with their spears. They make shields by stretching hides over wooden frames. Each man paints a design on his shield.

After four years, the families of the young warriors come to their camp for an initiation ceremony and celebration. The bodies of the young men may be scarred as proof of their courage and manhood. No man can be married until he has proven himself. After the young warriors have shown how strong and brave they are, there is a feast. This is one of the rare occassions on which the Masai eat beef. There will be singing and dancing. Then the young warriors will break camp and return to their village to marry and take their places as men among the other men of the village.

The Masai are a very proud people and they show this in the way they dress and take care of themselves. The men usually wear a cloth or leather garment over one shoulder. They have long hair which they wear in elaborate fashion. The men spend hours grooming each other's hair. The women wear similar cloth garments and much heavy jewelry on the necks, arms, and legs. They generally shave their heads.

Today most Masai live on reservations refusing to change their traditional ways of life. Government projects to dig wells equipped with pumps and storage tanks have made the life of the Masai somewhat easier. Perhaps some day they will accept the changes that are sure to come and there will be modern ranches in the land of the Masai. Without change there is little hope for them to survive as the people they are now.

Swahili

Swahili is the most common language spoken in eastern Africa. Along with English, it is used as an official language in business and communication. The word "Swahili" means coast people. These people are traders who live on the east coast and travel throughout eastern Africa trading. Thus the widespread use of their language.

Below are the Swahili words for the numbers of one through ten.

1. moja-mo'·jah
2. mbili-m· bee'·lee
3. tatu-ta''too
4. nne-n'·nay
5. tano-tah''no
6. sita-see'·tah
7. saba-sah'·bah
8. nane-nah'·nay
9. tisa-tee'·sah
10. kumi-koo'·mee

GRASSLANDS QUESTIONS

1. What is another name for grasslands?

2. What type of plants grow in Africa's grasslands?

3. What are the main countries of Africa's eastern grasslands?

4. What is the highest mountain in Africa?

5. What is the largest lake in Africa?

6. What is the Great Rift Valley? Where is it located?

7. Where are most of Africa's game animals found? Name some.

8. What is a safari?

9. Why does Africa have so many parks and game reserves?

10. What are some of the causes of Africa's disappearing wildlife?

11. What is a typical method of farming in the eastern savannas?

12. Why can't heavy modern machinery be used for farming in much of Africa?

13. What is the most important problem of farmers in the savannas?

14. Name some of the crops grown in the savannas.

15. What is one of the most important crops grown in the savannas? Where is it grown?

16. What is making farming easier in many areas of the savannas?

17. What is the Sudd?

18. What is the largest group of farmers in East Africa?

19. Describe an mbari.

20. What is the githaka?

21. Why might an mbari split?

22. How is the githaka divided?

23. What gives the Kikuyu such a strong sense of unity?

24. Who were the Mau Mau? What effect did they have on the history of Kenya?

25. Who are the best-known herders of eastern Africa?

26. What are three problems faced by cattle herders in Africa?

27. Why do the Masai feel they are superior to all men?

28. Describe Masai homes.

29. Describe the appearance of the Masai.

30. Describe the special education received by young Masai warriors.

31. Besides their methods of making a living, what is a major difference between the Masai and Kikuyus today.

32. What is the most common native language in East Africa? Where did it originate?

RAINFORESTS

Land and Climate

Forests cover less than one-fifth of Africa. Tropical rainforests grow in the Congo River Basin and in southern Nigeria, Ivory Coast, Liberia, and other coastal areas of West Africa. Forests in the highlands of Ethiopia range from tropical evergreens to temperate types that shed their leaves during the dry season. The mountains of northwestern Africa and the moist temperate parts of South Africa also have forest areas. Open forests grow on the plateaus of south-central Africa, south of the Congo River Basin.

Equatorial Africa is dominated by the rainforest. Nourished by a warm climate and year-round rain, broad-leaved evergreen trees reach amazing heights. This area receives an average of eighty inches of rain per year. The heart of the rainforest area is in the Belgian Congo, now called Zaire. Many millions of people live in its 900,000 square miles. Most of them live in a few areas where conditions are healthiest and best for raising crops. Over 200 tribes live there, from Pygmies to the seven-foot tall Watusi. The rainforest is gorilla and chimpanzee territory. It is also the home of the Congo peacock and of the rare okape, a mule-sized relative of the giraffe, which has become adapted to forest life. There are an abundance of snakes and birds in the rainforests, and the mysterious bongo makes it home here.

The vast extent and wealth of the Belgian Congo were first realized by the explorer Henry Stanley. At that time, the Congo was a colony of Belguim, and King Leopold II supported Stanley's idea to develop the area. In its early days, the Congo was valuable for such resources as rubber, ivory, and oil palms. But when engineers pushed railroads through to Katanga, an area in the southeastern part of the Congo Basin, mining became the base of the Congo's wealth. Diamonds and gold are found in the eastern uplands of the Congo, but they cannot compare with the value of the riches of the Katanga. It is one of the greatest mineral-bearing areas of the world. Its chief ore is copper. Huge open-pit mines yield millions of tons. The Katanga is also rich in tin and zinc. It has more cobalt than any other area in the world, and it is a major producer of uranium from heavily guarded mines. Uranium from the Congo was used to make America's first atomic bomb. Other minerals of the Congo include coal, tungsten, manganese, and platinum ores.

The mineral wealth of the area has made Zaire, formerly the Belgian Congo, a wealthy country. Its chief city is the capital, Kinshasa, on the Congo, or Zaire, River. The city was once called Leopoldville after King Leopold II of Belgium. It is like a medium-sized American city with skyscrapers, apartment houses, factories and warehouses. Huge plants filled with complicated machinery process the Katanga ores. African workers operate and supervise many of the machines. They live in nearby communities of neat houses, each with a small garden. Yet, not far away in the rainforest other Africans live in primitive tribal ways.

Today's country of Congo was formerly called French Equatorial Africa. It is northwest of Zaire, and also lies in the rainforest region. Its capital, Bazzaville, is on the Zaire (Congo) River, just opposite of Kinshasa. Unlike Zaire, Congo has no large cities, and its transportation system is not well developed. Although much of the land is still undeveloped, there are indications that great mineral wealth lies untouched here.

The Congo River

The mightly Congo, now called Zaire, River dominates the life of Equatorial Africa. It is 2,716 miles long, the sixth longest river in the world. Ships can travel on about 1,000 miles of the river. It has no delta like other African rivers. Its muddy waters empty into the South Atlantic through a deep channel. The source of the river is in southeastern Zaire, and it crosses the equator twice before reaching its mouth.

The river serves as the chief artery of transportation and communication. River steamers carry passengers and freight on the Zaire and its tributaries. There is even a fleet of "department store" ships that make regular trips upriver to supply the needs of Africans who live in villages so small that they do not even have a general store.

Since, like all major African rivers, the Zaire falls steeply toward the sea from the central plateau, its navigable stretches are interrupted by impassable falls and rapids. All of the heavy water traffic is routed around these barriers by short but vital railroads. From a special port town, Ango Ango, a pipeline runs through the forest to Kinshasa. It carries fuel oil for the river steamers.

People of the Rainforest

The first people in the Congo region probably migrated from areas north and west in about the first century A.D. These people spoke a language called Bantu, which is one of the major languages of Africa. The Bantu people probably left their homes to the north because of a rapidly growing population. Even though they had learned to make and use iron farming tools, they were eventually unable to produce enough food for all their peoples.

Most of the Bantu people who settled in the Congo Basin lived in small communities with their own governments. As the years passed, some of these communitities may have joined together under the rule of a single chief. One of the most highly developed Bantu kingdoms was the kingdom of Kongo. This powerful kingdom had a prosperous capital city, a royal court, and an efficient system of collecting taxes. Many of these people became skilled craftsmen. Some became excellent weavers, making useful articles of raffia, a kind of dried grass. Bantu craftsmen and artists also made beautiful wooden articles such as cups, statues, masks, and spoons. The dense forests of this region protected them from more powerful groups as well as provided them with wood. The forests also had deposits of gold, which was traded for goods with people from other areas.

The hot, humid climate of the rainforest is good for growing many crops: yams; rice; manic; cassava; oil palms; and cacao, from which chocolate is made. Plantain is a small banana which is not as sweet as the ones we eat. The African people cook them and eat them like a vegetable. They make use of all parts of the plant. While it is growing, it provides shade. The large leaves are used as bedding, tablecloths, and roofs. The stalks are used to make fences and the fiber from them is used for cord. Today, there are many large plantations owned by European countries which employ African workers. Rubber trees, coffee, bananas, and cotton are raised on these large farms. The climate of the rainforest is not suitable for cattle raising, so most people are farmers who raise little more than their own family requires. Some keep a few chickens or possibly a goat or two, but their diets consist mostly of grains and vegetables. The farmers who live in the rainforest have many problems. They have to work hard to keep the jungle plants from growing in their fields. At night, animals such as hippopotamus, might wander into the villages and trample crops.

Except for village clearings, the forest stands like a wall with tall trees growing close together. Underneath the trees are many vines and shrubs. The sun may be shining brightly but because of the dense growth, light may not reach the ground. The hot, wet earth actually steams during the heat of the day.

Although African countries have modern governments with elected officials, many people still respect and obey tribal chiefs, councils of wise old men, and medicine men, who are both doctor and religious leader of their individual tribe. Missionaries have made great progress in converting many Africans to Christianity, but tribal religions with their spirits in both living and dead things are still prevalent in some areas. Even though some Africans are Christians, they like to practice some of their tribal traditions. Respect of elders and ancestors are extremely important in a tribal society.

Village people still make houses for themselves in much the same way that their ancestors did. The neighbors are usually there to help anytime someone needs a new one, which is fairly often because in the hot wet climate they don't last long. The men cut poles in the forest and set them up as a framework. The women dig clay and cover the poles with it so the walls will be thick and tight. Wide leaves are put on the roof. Finally, long slender poles are put on top to keep the leaves from blowing away. The roof is made steep enough so the water from frequent rains will run off easily. Sometimes after a heavy storm the people must patch up their homes.

Most villages are near the banks of rivers or lakes. For many areas, the river is their major source of transportation. The river also provides fishing, which is usually done with nets or fish baskets. Open markets are still held along the river banks in some areas. Early in the morning, people bring their produce and handcrafted articles to sell. In the past, most things were simply traded. Today the people sell their wares for money which they can use to buy other things they need.

Changes are slowly coming to the rainforests of Africa. More railroads and roads are being built all the time. The river is being used to produce hydroelectric power. In areas where there are still only narrow jungle paths, many natives are riding bicycles. Schools are one of the newest things coming to some of the villages in these areas. The children learn about their own land as well as the world outside their tiny villages. Some adults even go to school. By learning how people live and work in other areas, it is easier to make changes at home, Unlike our free public schools, many Africans must pay to go to school. They take great pride in them, and everyone pitches in to keep their school clean and in good repair. Many governments sponsor educational programs in farming technology, nutrition, and sanitation which are also improving the lives of many Africans.

The Watusi

The Watusi are the tallest of all Africans. Men are considered gnomes if they are less than six foot six. Most of them are more than seven foot tall and one man is known to have reached the height of eight foot nine. The Watusi women, however, have a normal height of five-foot-seven and five-foot-nine.

The ancestors of these slim, brown people once lived in Ancient Egypt. Their customs, traditions, and religious beliefs are Ancient Egyption, not Bantu like the other people they live among. Neither are they Negroid like the Bantu, although they have dark skin. The Watusi are cattle herders and farmers. Their cattle, like themselves, are magnificent animals with strangely colored coats and immense horns with spans up to fourteen feet. They are a living replica of the Apix Ox worshipped by the Egyptians.

Contrary to the customs of practically every other African tribe, the Watusi women are not considered property or beasts of burden. She is bought in marriage with a certain number of cows but this is only part of the ritual. She marries only the man she loves and becomes his best companion and most trusted advisor. She never does any hard labor. She takes pride in managing her beautifully built, extremely clean home; the education of her well-mannered children and the wise direction of her Bantu and pygmy servants. Watusi women are usually very pretty and have charming behavior.

All Watusi seem to possess a grace of movement and are extremely agile. They spend much time doing elaborate dances which include much leaping and flipping through the air, pirouetting and just plain jumping and jiving. Men and boys also enjoy leaping over hurdles of light reeds. They do not feel comfortable unless they can jump their own height, which they usually do with ease.

Watusi girls and women dress simply with white togas and brightly colored kerchiefs around their short, well-brushed hair. The zoot suit of the man and boy, however, is very elaborate. A fringed sarong flows from the waist and many beads cover the chest. The head may be covered with a lion's mane. These costumes are worn on festive occasions only. For everyday, loincloths or togas are worn.

The Pygmies

The Pygmies, who are about four and a half to five feet tall, are the smallest people in the world. Their skin is a yellowish-brown color. They have broad, short faces, and large prominent eyes. These tiny people are brave hunters who hunt even elephants with only poisoned arrows or spears. They also gather foods that grow in the forests and sometimes trade with other tribes. Because they are frequently on the move, they

do no farming. The hunting bands are usually small and often made up of families. The oldest man is given considerable respect and has some authority. There are no chiefs, and questions and disputes are settled by the whole group.

Generally a camp in the forest will last about a month. Huts are built by small saplings stuck in the ground and bent over to form an igloo-shaped frame. This is hung with huge, heavy leaves and is both warm and waterproof. Extensions may be added for children or relatives. Pygmies do not know how to make fire, but have to keep it burning at all times. It is a most cherished possession. At night it is taken inside the hut for warmth and in the morning it is taken back outside to cook on.

Some pygmies use only arrows and spears to hunt. They perch in trees and wait for game to pass underneath them. Sometimes they initate animal calls to lure them closer. The women gather roots, nuts, mushrooms, and berries while the men hunt. In larger groups, nets are used and the women join in the hunt. Some groups also dig pits and camaflouge them to trap their prey, or use nooses as traps.

If a hunt has been particularly successful, the group may take a day off, staying in camp to do odd chores, such as mending nets, making bows, arrows and spears, adding to huts, or making cloth from bark for their clothing. They alternately boil the bark and pound it until the material is thin and soft. Then it is dyed dark yellow, brown or purple with wood splinters off certain trees. They also make clay pots for cooking and dry calabashes, a kind of large gaurd, for carrying water.

The pygmies have a deep respect and affection for the forest because it is the source of all things for them. They sometimes call the forest "Mother" or "Father" and refer to themselves as children. They trust the spirit of the forest to take care of them and are basically a carefree people. They sing constantly and story telling around the fire at night is a favorite pastime.

Once a year, in June and July, the honey season comes. The families go off by themselves at this time and claim their own honey trees. It is a time of merry making because honey is the major source of sugar and prized above all other foods. Fruits and vegetables are also so plentiful at this time that the hunt is all but abandoned. After the honey season, two small family groups manage to find each other and reunite the larger hunting group.

When the pygmies move, the whole household is carried on the woman's back. Often her load is bigger than herself. It is held by a rope fastened around her forehead. Somehow she

manages to carry her baby, too. The men hurry ahead of the women and children to carve a path and protect the group from wild animals. Often they must build bridges from vines or ropes to cross rivers.

The pygmies are jealous about their forest and do not readily allow foreigners in it. It is getting smaller and smaller as the outside world closes in, however. Like the masai, the pygmies will have to change their ways if they are to survive.

RAINFORESTS QUESTIONS

1. Where is the major rainforest area in Africa?

2. Describe the land and climate of the rainforest.

3. Name some animals of the rainforest.

4. What are some of the mineral riches of the Congo region?

5. How is the Congo (Zaire) River like the Nile? How is it different?

6. How does the river serve the people who live near it?

7. Who were the first people in the Congo region?

8. Describe the way of life in a farming village in the rainforest.

9. How are African schools different from ours?

10. Who are the tallest Africans?

11. How are Watusi women treated differently from most African women?

12. Where did the Watusi's ancestors come from?

13. What do the Watusi do for a living?

14. What is a favorite pastime of the Watusi?

15. Who are the smallest Africans?

16. How do the pygmies survive in the forest?

17. What is a pygmy's most cherished possession? Why?

18. Why is the honey season important to the pygmies?

19. Why do the pygmies have a deep respect and affection for the forest?

20. Why will the pygmies be forced to change their way of life eventually?

DAVID LIVINGSTONE, HUMANITARIAN

Clickety-clack, all day long from six o'clock in the morning until eight o'clock a night. That was the noise a ten year-old boy heard as he walked between the squeaking, rattling spinning jennies. His job was to watch for and tie broken threads. By night his head was in a whirl. His eyes ached and his feet were tired. He never complained because the few pennies he and his older brother earned helped to buy food for the family.

The Livingstone family lived in Shuttle Row, a tenement house. The house was part of the cotton factory in Blantrye, Scotland. Each family lived in one room, about ten by fourteen feet in size, which served as bedroom, kitchen, dining room, and living room.

David Livingstone was born in one of these rooms on March 19, 1813. He had two brothers and sisters.

When David took his first pay home, his mother told him to keep a few pennies and buy something he wanted. He hurried to the store and bought a Latin book. His teacher in the factory knew no Latin, so David began teaching himself. He propped up his book so he could take a quick look, and memorized words as he worked. When he was in his teens, he walked three miles each way to a night school, three evenings each week.

On these nights, David's mother kept a light on and waited up for him. She would whisper to him when he came home, "Eat your porridge. You must be starved." David would eat rapidly so he could study a few minutes before his mother put out the light at midnight.

His mother felt sorry for him and wished he did not have to work so hard, but could go to school so that he might someday enter the university. He would say, "Don't worry, Mother, I will find a way."

He read history, geography, geology, and travel books. But the book which influenced his life most was the story of a medical missionary. "That is what I want to do, and I will," he said. But to do that he had to learn to be a doctor and a preacher.

At the age of nineteen, he went to school in Glasgow. He worked in the factory during the summer and went to school in the winter. In eight years he was ready to begin his life's work. The missionary society sent him to Africa. Dr. Moffat,

who had spent twenty years as a missionary in Africa, told him that new missions were needed. "There are thousands of villages where no missionary has ever been. The natives are dying by thousands," he told Livingstone.

At that time, Africa was looked upon as the "dark continent." There was a fringe of settlements around the coast, but the interior was a land of mystery, tangled jungles, burning deserts, wild swamps, and high mountains. Travel through such a country was almost impossible, and white men seldom attempted it. Wild animals, poisonous snakes, warring tribes lay in wait for the invader. Travel on rivers was difficult, too, because of waterfalls and rapids.

When Livingstone arrived at Moffat's missions, the natives began to bring their sick for more than a hundred miles to be treated. They suffered from many different diseases. There was more than enough work to keep Livingstone busy as a doctor. But he had come to Africa to open new missions in the interior, so he trained natives to do simple things such as giving first aid, and moved on. For thirty two years he traveled from Cape Town to the equator, and from the Atlantic to the Indian Ocean, opening missions. He had to be an explorer as well as a doctor and a missionary. He made maps and wrote a daily diary of what he saw and did. His first trips were made by wagon drawn by oxen. When the oxen died, he continued on foot. He tried using donkeys and camels but none survived. Yet, he went on with native helpers who suffered from various tropical diseases, foot ulcers, and even pneumonia. His wife tried to travel with him, but she also became ill and died. His hired laborers deserted and stole his supplies, even his medicine box. When this happened, he wrote in his diary, "This is my death knell." Without quinine for fever and disinfectants for sores, even Livingstone could not stay alive.

Toward the end of his life, some of the deserters, who had taken his supplies, reported that he had been killed by slave traders. England sent out a party to investigate. They learned that he was alive and turned back. Then a New York newspaper sent a reporter, H. M. Stanley, to find him in the jungles. By this time, Livingstone had only two faithful followers left, Chuma and Susi. He was at an Arab trading station, on his way to the coast. He was suffering for want of food and medicine. He had been very sick.

One day Livingstone heard a blast of gunfire. He thought it was another attack of the slave traders on the village. "But no," said Susi, "a white man is coming. The gun salute is for you."

Livingstone saw a huge native carrying an American flag, coming toward him, followed by a tall slendar man. Behind them was a train of carriers with supplies.

The tall man said, "Dr. Livingstone, I presume?" as he took Livingstone's outstretched hand. "Thank God you are alive!" Then he explained how the whole world was waiting to hear that he was safe.

With good food and medicine, Livingstone soon recovered. Stanley tried to get Livingstone to give up and go back to England with him.

"No," said the missionary, "my work in Africa is not yet finished."

Soon Livingstone was no longer able to travel and his faithful men carried him. Early in the morning of May 1, 1878, Chuma tiptoed into his hut. The master was on his knees by the side of his bed. He had died while praying.

Chuma and Susi refused to let their friend be buried in the African village. "His body must go back to his own people, but his heart belongs in Africa." They buried his heart under a big tree. Today a stone pillar marks the place. With the greatest difficulty and real danger to themselves, they carried his body to the coast. It took them nine months to take their precious load over a thousand miles. But they delivered it to the officers of the waiting cruiser. Africa's best friend was gone but his influence stayed on. Today the great man's body lies in Westminister Abbey among the heroes of the ages.

Livingstone died feeling that his life had been a failure. He had only started his work. He wanted to do many things for Africa. One thing was to stop slave trade. His death helped accomplish this. His journals were published and read widely. Soon world opinion forced governments to take action, and slave trade was forbidden. Livingstone was not only a great liberator but a great missionary, teacher, doctor, and explorer. And most important of all, he was a true friend of people everywhere, a man whose life was dedicated to the advancement of human welfare.

DAVID LIVINGSTONE, HUMANITARIAN QUESTIONS

1. What does humanitarian mean?

2. What was David Livingstone's first job?

3. Where did Livingstone's family live?

4. What is a tenement?

5. When and where was David Livingstone born?

6. What did Livingstone buy with the first money he earned?

7. How was David Livingstone's schooling like Abraham Lincoln's?

8. What kinds of books did Livingstone read? Which influenced him the most?

9. What did young David decide he wanted to do with his life?

10. Where did Livinstone go to college?

11. Where did the missionary society send Livingstone?

12. Why is Africa called the "dark continent"?

13. Give four reasons why white men didn't travel to Africa's interior.

14. How long did Livingstone travel and work in Africa?

15. Why do you think Livingstone wasn't satisfied to stay at one mission?

16. Name four means of travel used by Livingstone in Africa.

17. Why did Livingstone become so ill?

18. What American was sent to find Livingstone?

19. What famous words did Stanley speak when he met Dr. Livingstone?

20. What did Stanley bring Livingstone?

21. Why wouldn't Livingstone go back to England?

22. Who were Livingstone's two faithful followers?

23. What was Livingstone doing when he died? How old was he?

24. Where is Livingstone's body buried? His heart?

25. Why did Livingstone feel he was a failure?

26. What was one of the main things Livingstone wanted to do. How did his death accomplish this?

1982 INDEPENDENT AFRICAN COUNTRIES

Country	Capital	Government	Admission To The UN
Algeria	Algiers	Republic	1962
Angola	Luanda	Republic	1976
Benin	Porto-Novo	Republic	1960
Botswana	Gaborone	Republic	1966
Burundi	Bujumbura	Republic	1962
Cameroon	Yaounde	Republic	1960
Cape Verde	Praia	Republic	1975
Central African Republic	Bangui	Republic	1960
Chad	N'Djemena	Republic	1960
Comoros	Moroni	Republic	1975
Congo	Brazzaville	Republic	1960
Djibouti	Djibouti	Republic	1977
Egypt	Cairo	Republic	1945
Equatorial Guinea	Malabo	Republic	1968
Ethiopia	Addis Ababa	Military Council	1945
Gabon	Libreville	Republic	1960
Gambia, The	Banjul	Republic	1965
Ghana	Accra	Republic	1957
Guinea	Conakry	Republic	1958
Guinea-Bissau	Bissau	Military Council	1974
Ivory Coast	Abidjan	Republic	1960
Kenya	Nairobi	Republic	1963
Lesotho	Maseru	Monarchy	1966
Liberia	Monrovia	Military Council	1945
Libya	Tripoli	Republic	1955
Madagascar	Antananarivo	Republic	1960
Malawi	Lilongwe	Republic	1964
Mali	Bamako	Republic	1960
Mauritania	Nouakchott	Republic	1961

1982 Independent African Countries

Country	Capital	Government	Admission To The UN
Mauritius	Port Louis	Monarchy	1968
Morocco	Rabat	Monarchy	1956
Mozambique	Maputo	Republic	1975
Niger	Niamey	Republic	1960
Nigeria	Lagos	Republic	1960
Rwanda	Kigali	Republic	1962
São Tomè and Principe	São Tomè	Republic	1975
Senegal	Dakar	Republic	1960
Seychelles	Victoria	Republic	1976
Sierra Leone	Freetown	Republic	1961
Somalia	Mogadishu	Republic	1960
South Africa	Pretoria Cape Town Bloemfontein	Republic	1945
Sudan	Khartoum	Republic	1956
Swaziland	Mbabane	Monarchy	1968
Tanzania	Dar es Salaam	Republic	1964
Togo	Lomè	Republic	1960
Tunisia	Tunis	Republic	1956
Uganda	Kampala	Republic	1962
Upper Volta	Ouagadougou	Republic	1960
Zaire	Kinshasa	Republic	1960
Zambia	Lusaka	Republic	1964
Zimbabwe (Rhodesia)	Salisbury	Republic	1980

ENRICHMENT ACTIVITIES

1. Collect pictures from magazines, Sunday School papers, Christmas cards or any other sources you might find. Use them to make a bulletin board about Africa or a picture book to share with other students.

2. Make a chart showing the many products we use which come from Africa.

3. Make pictures or a mural showing African scenes.

4. Plan an Arabian meal. Prepare and serve it if possible.

5. Make a chart showing foods eaten in the different parts of Africa.

6. Make adobe bricks and dry them in the sun.

7. Make clay models of African animals.

8. Bring some raw wool to school. Wash it. Comb the wool until the fibers are straightened out. Spin the wool into thread. Make a design for a rug. Make a loom from your tablet back and weave a rug.

   You may want to dye your wool first. Brown can be made from walnut shells, coffee or tea. Yellow can be made from onion skins or peach leaves. Green can be made from spinach or grass.

9. Play charades, acting out African scenes. Below are some suggestions.

   a. The hot sand burns your feet.
   b. Bedouin boys play leap frog.
   c. Bedouin girls help grind grain.
   d. The children wash their hands in the sand.
   e. The children fan with palm leaves.
   f. Bedouin girls help milk the goats.
   g. The mother bakes large, flat loaves of bread.
   h. Men climb date palms to gather dates.
   i. Girls help their mother churn.
   j. Bedouin boys like to play juggling.
   k. The women weave beautiful rugs.
   l. In a sandstorm the men pull turbans over their faces.
   m. Arabs read their books from back to front.
   n. Children bring water from the oasis.
   o. The driver hits the camels with a camel stick.
   p. The boys chase the camels.
   q. Arab boys like to play marbles.
   r. The girls gather dry plants to build a fire.
   s. In an Arab school, the children sit on the floor and sing their lessons in a loud voice.

10. Read a book about Africa, its people or animals. Make a written or give an oral book report.

11. Make a report about an African animal.

12. Make an African mask.

13. Make African drums or rattles.

14. Learn and demonstrate an African dance.

15. Dramatize an African folk tale.

16. Make a model of a pyramid.

17. Make a model of a shaduf.

18. Draw a picture or make a model of the Sphinx.

19. Write stories, poems or riddles about Africa.

20. Draw or make models of the different types of boats used in Africa.

21. Make a report about one of the pharaohs.

22. Use clay or salt dough to make a relief map of Africa.

23. Make a report on the African slave trade.

24. Make a chart showing examples of hieroglyphics. Be able to tell about it.

25. Make examples of any African art that interests you.

26. Make a report on any of the following geographical features;

a. Red Sea
b. Nile River
c. Congo River
d. Great Rift Valley
e. Mount Kilimanjaro
f. Kalahari Desert
g. Sahara Desert
h. Lake Victoria
i. Niger River
j. oases

27. Make a report on Henry Stanley, David Livingstone, Albert Schweitzer, Jay Adamson, Haile Selassie

28. Find out how mummies are made and make a model.

29. Make a beaded piece of jewelry.

30. Make a report on one of the following crops:

a. coffee
b. olives
c. dates
d. sisal
e. bananas
f. cacao
g. tea

31. Find out how hydroelectric power is produced. Make a diagram to use in explaining to the class.

32. Make a report about Islam.

33. Make a model of 3 mosque.

34. Make a report about a well-known African Village such as Kano, Cairo, Alexandria, Cape Town, Kinshass, Casablanca, Johannesburg or Nairobi.

35. Make a report on a group of Arican people such as the Bedouins, Tuaregs, the Berbers, the Zulus, the Watusi, the Masai, the pygmies, the Swahili, the Afrikaners, the Arabs, the Hausa, or the Hottentots.

36. Make a model of any type of African village.

37. Try to pound grain into flour by hand and make a flat bread from it.

38. Make a report on diamond mining.

39. Use clay or salt dough to make a scarib.

40. Make a report on Africa's parks and laws to protect its animals.

41. Make a model or drawing of an obesisk.

42. Design a Masaii shield.

43. Make a chart with as many words from one of the African languages as you can find.

44. Color the original drawings on pages 70 & 71.

Head of Ramses III. Painted bas-relief from his tomb.
Thebes XXth Dynasty

Tutankhmun (seated) receiving Huy, governor of Ethiopia. 71
Mural from tomb of Tutankhamun. Thebes. XVIIIth Dynasty

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